

Weekly Overview of Learning


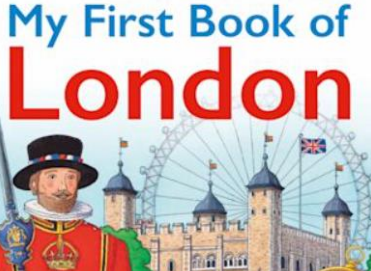

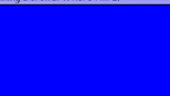
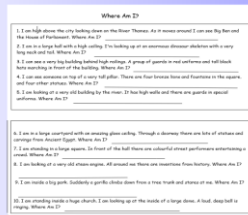
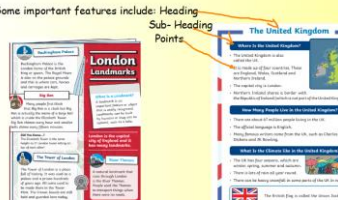
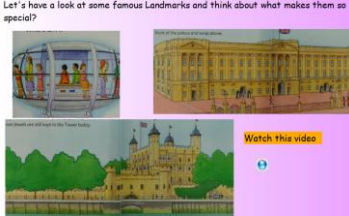

Year Group: Year 1 Week beginning: 13.05.24

Every Tuesday, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher

English	Monday	Tuesday	Wednesday	Thursday	Friday
Reading and Writing	<u>LI: We are learning to explore and discuss our new book- My First Book of London.</u>	<u>LI: We are learning to identify and name some famous landmarks in London.</u>	<u>LI: We are learning what a fact file is and how it is set out.</u>	<u>LI: We are learning to create a fact file about London.</u>	<u>LI: We are learning to expand our vocabulary and answer inferences from the text.</u>
Speaking and Listening Focus	Listen and respond appropriately to adults and peers.	Ask relevant questions to expand their understanding and knowledge	Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language	Make a range of contributions to discussions which extend knowledge and understanding	Give detailed explanations, making use of newly introduced vocabulary.
Key vocabulary and Key Blooms higher order thinking questions	<p>Key Vocabulary: Non-fiction Settings Trafalgar square Tower Bridge London zoo Museum The Tower of London</p> <p>Key questions: What do you know about non-fiction books? What do you see on the front cover of the book? What might the book be about? Who could be in the book? Where does it take place?</p>	<p>Key Vocabulary: Convent Garden The National History Museum Science Museum St. Paul's Cathedral Domes church</p> <p>Key questions: What famous sights in London have we read about so far? What do you know about them? What other landmarks you know?</p>	<p>Key Vocabulary: Fact file Headings Sub-headings Bullet points Famous landmarks</p> <p>Key questions: What is a fact file? How it is set out? What are the important features of a fact file? What are headings? What are sub-headings?</p>	<p>Key Vocabulary: Trafalgar square Tower Bridge London zoo Museum The Tower of London Convent Garden The National History Museum Science Museum St. Paul's Cathedral</p> <p>Key questions: What famous landmarks did we see in the book? What do you know about them? Can you tell some interesting facts about London? What special things you might</p>	<p>Key Vocabulary: Cathedral Column Dome Church Gallery museum</p> <p>Key questions: What do you mean by Dome? What does Column mean? How old is Trafalgar Square? How high is London eye?</p>

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				spot in London?	
<p>Activities</p>	<p>This week the children will be introduced to a non-fiction book My first Book of London. The children will first look at the front cover and will make predictions about what do they think the book is about and where does it take place.</p>   <p>The CTs will read first half of the book and will discuss what famous sights have they learned about so far in the book. Next, the children will play 'Where Am I' game.</p>	<p>In this lesson, the children will be read the rest of our new book and will discuss some more famous sights in London. They will also so special things to spot in London. Then the children will continue to play the guessing game 'Where Am I'</p> <p>I am looking at a very old steam engine. All around me there are inventions from the past. Where Am I?</p>  <p>I am standing in a large square. In front of the hall there are colourful street performers entertaining a crowd. Where Am I?</p>  <p>Task:</p>  <p>Today recording</p>	<p>In this lesson, the children will learn about what a fact file is and how it is set out. The children will first look at some examples of a fact file and will try to identify some important features such as heading, sub-heading and points.</p> <p>Some important features include: Heading, Sub-Heading and Points.</p>  <p>They will also watch some engaging videos to have a better understanding. Then the children will think of their heading and sub-headings to create their fact files about London.</p> <p>Task:</p>	<p>In this lesson, the children will look at the template of a fact file and will gather ideas on some interesting facts about London. They will also think of all the famous landmarks in London and what makes them so special.</p> <p>Let's have a look at some famous Landmarks and think about what makes them so special?</p>  <p>They will then watch some videos to help them write some facts about London.</p> <p>Task:</p>	<p>In this lesson, the children will remind themselves of all the famous sights in London and some interesting facts about them. The children will use new vocabulary when sharing their ideas such as gallery, museum, dome, cathedral, memorial, opera, palace and so on.</p>  <p>The children will then also will answer some questions about London.</p>

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	<p>Let's play 'Where Am I' game!</p> <p>I am in a large hall with a high ceiling. I'm looking up at an enormous dinosaur skeleton with a very long neck and tail.</p> <p>Where Am I?</p> <p>I can see a very big building behind high railings. A group of guards in red uniforms and tall black hats marching in front of the building.</p> <p>Where Am I?</p> <p>Task: Children to identify and name the famous landmarks in London.</p> <p>Task: Children to identify and name the famous sights in London.</p> <p>Monday recording</p> <p>Where Am I?</p> <ol style="list-style-type: none"> I am high above the city looking down on the River Thames. As it moves around I can see Big Ben and the Houses of Parliament. Where Am I? I am in a large hall with a high ceiling. I'm looking up at an enormous dinosaur skeleton with a very long neck and tail. Where Am I? I can see a very big building behind high railings. A group of guards in red uniforms and tall black hats marching in front of the building. Where Am I? I can see animals on top of a very tall pillar. There are four bronze lions and fountains in the square, and four other statues. Where Am I? I am looking at a very tall building by the river. It has high walls and there are guards in special uniforms. Where Am I? I am in a large courtyard with an amazing glass ceiling. Through it shines there are lots of statues and carriages from Ancient Egypt. Where Am I? I am standing in a large square. In front of the hall there are colourful street performers entertaining a crowd. Where Am I? I am looking at a very old steam engine. All around me there are machines from history. Where Am I? I am inside a big park. Suddenly a gentle chime down from a tree trunk and stones at me. Where Am I? I am standing inside a huge church. I am looking up at the inside of a large dome. A loud deep bell is ringing. Where Am I? 		<p>Task:</p> <p>London</p> <p>Special things to spot in London</p> <p>Picture</p> <p>Some Famous Landmarks</p> <p>Some Interesting facts about London</p>	<p>Your task:</p> <p>Special things to spot in London</p> <p>Some Famous Landmarks</p> <p>Some Interesting facts about London</p> <p>Thursday recording</p>	<p>London quiz</p> <p>Now you have read the book, can you answer these questions about London?</p> <ol style="list-style-type: none"> When does the Union flag fly on Buckingham Palace? Where would you find a life-sized model of a blue whale? How old is Trafalgar Square? How high is the London Eye? What are the guards at the Tower of London called? Which museum is the oldest in the world? How many types of animals and birds are there in London zoo? Where in London might you see buskers? Where can you copy and make your own patterns? How high is the dome in St Paul's Cathedral?
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Additional Literacy Learning	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p>Phonics</p>	<p>Review</p> <p>Teacher to dictate words for children to spell.</p>	<p>Review</p> <p>Teacher to dictate words for children to spell.</p>	<p>Review</p> <p>Teacher to dictate words for children to spell.</p>	<p>Review</p> <p>Teacher to dictate words for children to spell.</p>	<p>Review</p> <p>Use the flashcards to review the graphemes covered this week.</p>


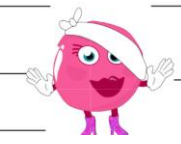








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	<p>Words: twirl burp zoomed girl</p> <p>Use the PPT for children to check and correct spellings after each word.</p> <p>Teach Review oa</p> <p>Action: Surprised Oh!</p> <p>Read through the words in the PowerPoint. Focus on how suffixes are added (-ed, -ing, -s)</p> <p>Watch the video 'Going to Score Some Goals at Football' and encourage children to collect target grapheme words. Make a list or use the words from the PPT to discuss after video.</p> <p>Activity Read and then dictate a sentence for the children to write. Choose either one or two sentences to write. Encourage 'look-cover-write-check'.</p> <p>Sentences:</p> <p>I like boats more than coaches</p>	<p>Words: turned third church broom</p> <p>Use the PPT for children to check and correct spellings after each word.</p> <p>Teach Review oe</p> <p>Action: Surprised Oh!</p> <p>Read through the words in the PowerPoint. Focus on how suffixes are added (-s)</p> <p>Watch the video 'Toe Dance' and encourage children to collect target grapheme words. Make a list or use the words from the PPT to discuss after video.</p> <p>Activity Read and then dictate a sentence for the children to write. Choose either one or two sentences to write. Encourage 'look-cover-write-check'.</p> <p>Sentences:</p> <p>She goes to get the potatoes</p>	<p>Words: curl school tooth looked</p> <p>Use the PPT for children to check and correct spellings after each word.</p> <p>Teach Review ou</p> <p>Action: Ouch!</p> <p>Read through the words in the PowerPoint. Focus on how suffixes are added (-ed, -s)</p> <p>2. Watch</p> <p>Watch the video 'A Loud Sound' and encourage children to collect target grapheme words. Make a list or use the words from the PPT to discuss after video.</p> <p>Activity Read and then dictate a sentence for the children to write. Choose either one or two sentences to write. Encourage 'look-cover-write-check'.</p> <p>Sentences:</p>	<p>Words: looking spooky burst stirs</p> <p>Use the PPT for children to check and correct spellings after each word.</p> <p>Teach Review ow</p> <p>Action: Ouch!</p> <p>Read through the words in the PowerPoint. Focus on how suffixes are added (-s, -ed)</p> <p>Watch the video 'Brown Owl and her friend Brown Cow' and encourage children to collect target grapheme words. Make a list or use the words from the PPT to discuss after video.</p> <p>Activity Children to write sentences about the picture. Before writing, orally rehearse sentences, getting ideas from children. Encourage them to use the prompt words around the picture. Model writing one sentence:</p>	<p>Teach Download the Year 1 CEW PowerPoint. Use this to read the focus HFWS below. Focus on the words below, pointing out where the monster makes a sound.</p> <p>the said of – all have tricky letters.</p> <p>the – tricky 'e'.</p> <p>said – 'ai' makes an 'e' sound</p> <p>of – 'f' makes a 'v' sound. This makes of sound differently to off.</p> <p>one once – both have an 'o' that makes a 'wo' sound and a silent 'e'.</p> <p>Activity</p>
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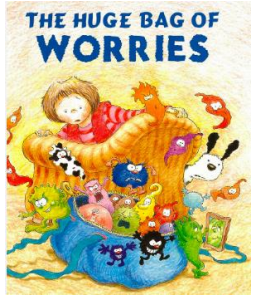
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	<p>Read-Colour-Write Read the words and colour the sounds. Are there any silent letters? Watch out for the tricky letters!</p> <p>coat road soap </p> <p>float load toad</p> <p>Write the words in the spaces provided</p> <p>_____</p> <p>_____</p> <p>_____</p> 	<p>Read-Colour-Write Read the words and colour the sounds. Are there any silent letters? Watch out for the tricky letters!</p> <p>toe goes toes </p> <p>heroes tomatoes</p> <p>Write the words in the spaces provided</p> <p>_____</p> <p>_____</p> <p>_____</p> 	<p>The sound is too loud.</p> <p>out our sound</p> <p>loud house mouse</p> <p>Write the words in the spaces provided</p> <p>_____</p> <p>_____</p> <p>_____</p> 	<p>They went out to town.</p> <p>Read-Colour-Write Read the words and colour the sounds. Are there any silent letters? Watch out for the tricky letters!</p> <p>brown power crown</p> <p>now clown how</p> <p>Write the words in the spaces provided</p> <p>_____</p> <p>_____</p> <p>_____</p> 	   
<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>This week the children will be reading stories to help us think about our Mental Health.</p>				

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: We are learning to recognise and find half a quantity.</u>	<u>LI: We are learning to recognise and find a quarter of a shape and object.</u>	<u>LI: We are learning to recap how to find half.</u>	<u>LI: We are learning to recognise and find a quarter of a quantity.</u>	<u>LI: We are learning to recap how to find a quarter.</u>

Key vocabulary and key questions	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Whole • Part • Equal • 2 parts 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Parts • 4 equal parts • Whole • Split 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Whole • 2 • Halves • Equal 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • How many • Parts 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Quarters • Pieces • Split • Whole
	<p>Key Questions:</p> <ul style="list-style-type: none"> • What is the total/whole? How can you find half? How many parts do you need to split them into to find half? • How many are there in each part? • Is this still half when I move the around? • How can you check that this is still half? 	<p>Key Questions:</p> <ul style="list-style-type: none"> • How many quarters make a whole? • How many parts has the whole been split into? • Are all the parts equal? How many parts do you need to colour to show a quarter? • Can you make a quarter in a different way? 	<p>Key Questions:</p> <ul style="list-style-type: none"> • What is the whole? • How many parts are there? Are the parts equal? • Is this a half? How do you know? • How does this show half? Is this a half or a whole? 	<p>Key Questions:</p> <ul style="list-style-type: none"> • When you find a quarter, how many equal groups are there? • How many are there in each group? So what is a quarter of ? 	<p>Key Questions:</p> <ul style="list-style-type: none"> • What is the whole? • How many parts are there? • Are the parts equal? How many parts are shaded? • Is this a quarter? • How do you know that this is/is not a quarter?

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Activities

In the lesson children will be looking in how to find half of a number.

Here are 6 grapes.

Which group shows halves?

half of is

kites $\frac{1}{2}$ of

half of is

cats $\frac{1}{2}$ of

Complete these number sentences.

$\frac{1}{2}$ of 4 = $\frac{1}{2}$ of 6 =

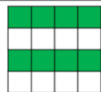
$\frac{1}{2}$ of 10 = $\frac{1}{2}$ of 2 =

$\frac{1}{2}$ of 20 = $\frac{1}{2}$ of 18 =

Draw 12 stars then find half

Draw 16 flowers then find half

Mary thinks she has coloured in half of the squares. Do you agree?



Why or why not?

There are 24 flowers in Gregor's garden. Half of the flowers are roses. Gregor picked half of the roses to give to his mum. How many roses did he give her? Use counters or draw a picture to help you



In the lesson children will be looking at what a quarter is and how we find a quarter in different shapes and objects.

Complete the stem sentence

A quarter is one of parts

Which cake is cut into 4 equal parts?

Which chocolate bar is not split into quarters?

Which shapes show one quarter?

Draw and colour a quarter of each shape.



The children are showing a quarter of the same shape.



Who do you agree with? Why?

Emily says:

If you divide this shape into quarters it makes 4 squares.



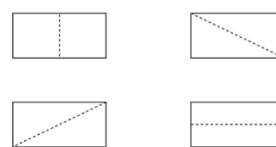
Is she right? Explain your answer.

In the lesson, children will be recapping what half is and how we find half within shapes, objects and numbers.

1 Draw a line to split each object in half.



2 Colour half of each rectangle.



How many counters are there in each group? Find half of each group.

a) Half of is

b) Half of is

is half of

In the lesson children will be looking into how to find a quarter of a number.

Complete the statement based on the picture below.



There are socks. One quarter of is

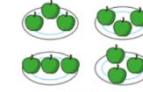
Complete the statement based on the picture below.



There is pence. One quarter of is

Complete the sentences.

a) Here are 12 apples.



A quarter of 16 is

Complete the sentences.

a) Half of 12 is

A quarter of 12 is

b) Half of 16 is

A quarter of 16 is

c) Half of 8 is

A quarter of 8 is

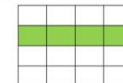
What do you notice?

The children are showing a quarter of the strawberries.



Who do you agree with? Why?

Ahmed thinks he has coloured in one quarter of the squares. Is he correct?



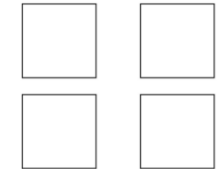
How do you know?

In the lesson children will be recapping what a quarter is and how we find a quarter within shapes, objects and numbers.

Draw lines to split each object into quarters.



Show a quarter in four different ways.



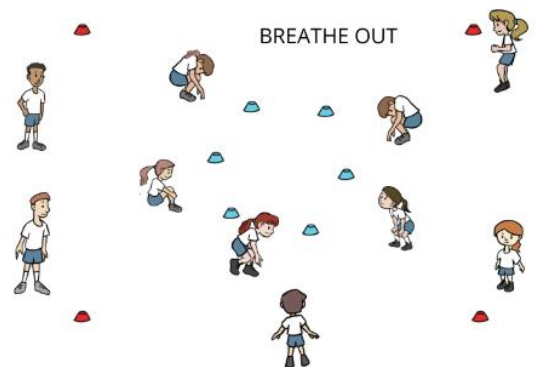
A quarter of 12 is



A quarter of 20 is

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Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE
<p><u>LI: We are learning to revisit the song <i>Rain is falling down</i>.</u></p> <p>This is the second of three progression snapshots spread across the year that have been created to demonstrate the progress pupils make. You should have a video recording device available to capture the singing then share the recording(s) with your Music Lead/Coordinator.</p> <p>In Term 1, children learnt to sing the song by rote and showed the shape of the pitch moving with actions while singing with the solfa (mi-re-do). This term they are going to echo sing while tapping the beat and clapping the rhythm of the words as they sing. They should understand that there is one beat for each syllable.</p> <p>Lesson objectives</p> <p>Children will</p> <ul style="list-style-type: none"> • Sing <i>Rain is falling down</i> in call-and-response. • Tap the beat of the music as they sing. • Tap the rhythm of the words, understanding there is one beat for each syllable 	<p><u>LI: We are learning about the importance of Diwali and what Hindus do during Diwali.</u></p> <p>Children will be learning about the festival of Diwali and why it is important for Hindus. In the lesson, children will learn what Hindus do to prepare for the festival and why they do these preparations, for instance they clean the house, light diva lamps, go to the Mandir, make Rangoli pattern, make lots of food and light fireworks.</p> <p>What are the 6 things that Hindus do on Diwali?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Choose 2 things Hindus do during Diwali and why they do them</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><u>LI – We are learning to understand our development of how exercise relates to breathing</u></p> <p>In this lesson, explain that each movement shows what happens to the air and the lungs when we breathe just like in the video they watched at the start of the lesson. Pupils to swap roles (AIR and LUNGS) and repeat the activity. Make this harder by acting out both movements simultaneously e.g. run into the inner circle in a star position and run outside the space in a small position.</p> <p>Pupils to breathe in and out slowly, feeling their lungs and discussing what is happening to their bodies. Remind the pupils that your lungs get bigger as you breathe air in and then get smaller as you push the air out.</p> 

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Art – Kapow	PSHE - Jigsaw
<p><u>LI: We are learning to create different types of lines using chalk and pencil.</u></p> <p>Using the work of Bridget Riley as a stimulus, children explore the use of line in art; developing their understanding of how lines can look different and begin to think about ways to make them. The children use this knowledge to create a series of line drawings by arranging pieces of string to create different shapes, which are then drawn using pencils and chalk.</p>	<p><u>LI: We are learning what it means to be a good friend.</u></p> <p>This week children will be exploring what the features are of a good friend, how they are a good friend to others, and qualities they look for in a friend. Children will write and draw one example of themselves being a friend. They will then write and draw somebody in their class who has been a good friend towards them.</p>

Science - Wellington Curriculum	Topic (Geography) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p><u>LI: We are learning to Describe how to care for plants and animals, including pets.</u></p> <p>In this lesson children will:</p> <ul style="list-style-type: none"> • Ask simple scientific questions. • Describe how to care for plants and animals, including pets. <p>Revisit what pets are and their needs, then introduce the children to a class 'pet', such as a snail or woodlouse, taken from the outside environment. Work with small groups and encourage them to look</p>	<p><u>LI: We are learning to write sentences to describe a city's features and characteristics</u></p> <p>In this lesson children will:</p> <ul style="list-style-type: none"> • Identify the characteristics of a settlement. <p>city is a large settlement where lots of people live and work, and recap on capital cities of the United Kingdom by locating them on a map.</p> <p>Key Questions - 'Have you ever been to a city? What was it like?'</p>	<p><u>LI: To answer questions about groups of objects.</u></p> <ul style="list-style-type: none"> • I can decide how to group objects to answer a question • I can compare groups of objects • I can record and share what I have found <p>Key vocabulary</p> <p>Group, object, property, value, label, colour, data set, more, less, most, least, fewest, the same</p>

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closely at the 'pet' and begin to think of questions they'd like to ask about the animal to look after it correctly and learn more about it. Use the questions below as examples to share and stimulate thinking. Support children in writing their questions on individual sticky notes. Work together to sort the questions into two groups; those they can answer through research and those they can answer through observation or by conducting a simple test.

By the end of this lesson children should know:

- Question words include what, why, how, when, who and which.
- Living things need to be cared for in order for them to survive.
- Living things need water, food, warmth and shelter.

My research question is

The answer is

By the end of this lesson children should know:

- A city is the largest type of settlement with the most houses, people, shops and other buildings.



Use the useful words to help you write a sentence about the picture.



Useful words

- traffic
- bikes
- noise
- slow

Activity:









How many **grey** objects are there?

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Homework is set on a **Thursday** and due back on a **Monday** and is set in the orange homework book.

Reading and spelling.		Maths	Topic/Other foundation subjects including writing REMINDERS – trips/events/items to bring in
<p style="text-align: center;"><u>Reading</u></p> <p>Please read for at least 20 minutes every day and complete tasks in your reading record or purple task book. Tasks are due and will be changed every Monday. Your teacher will check, mark and sign your work once a week. Try and login to Bug Club and Reading Eggs.</p> <div style="display: flex; justify-content: space-around;">   </div>	<p style="text-align: center;"><u>Spellings</u></p> <p>Please make sure your child's spelling book is in their book bag on these days as this is their spelling test day. Remember to write your spelling sentences in your purple reading task book.</p> <div style="display: flex; justify-content: space-around;">   </div>	<div style="text-align: center;">  </div> <p><u>Doodle Maths</u> – Log on to your account at least three times this week. We will be checking to see who has accessed their account the most!!</p> <p>Work to reach your target – are you in the green zone yet?</p>	<p>Half term – Monday 27th May</p> <p>Dino day – Wednesday 15th May</p> <p>Science Dome – Monday 13th May</p> <div style="background-color: #e0e0e0; padding: 10px; margin-top: 10px;"> <p>Scan the QR Code to find a dentist close to you or search find an NHS dentist:</p>  </div>